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ABSTRACT

School library media specialists in Kentucky, Tennessee, Virginia, and West Virginia were surveyed in April 1990 to determine their perceptions of their training needs as they are being called upon to use the latest information technologies to access, transfer, and store information. The 2,202 responses received represented a response rate of 37.9%. Over 90% of the respondents were building-level school library media specialists and were certified either as librarians or as media specialists. About 44% had a master's degree, and 57% had more than 10 years of experience. The questionnaire contained 42 statements generated by a select group of 12 practitioners on the role of library media specialists; factors enabling them to fulfill their professional role; and the skills, knowledge, and experience necessary to further their professional development. Analyses of the responses revealed that, while the respondents consistently agreed with the survey statements and showed a high degree of interest in professional trends and in keeping on top of new developments in their field, they were less interested in specific items of change and specific information technologies. It was also found that elementary and high school library media specialists had differing perceptions in two areas as the former tended not to agree that their role in the school included non-teaching tasks and/or that technology could help them fulfill their professional role, while the latter tended to agree with both statements. Differing perceptions were also found between media specialists with different levels of preparation as bachelor's degree holders valued certain professional competencies (e.g., skills facilitating teaching) less highly than did master's degree holders. This report highlights the major findings and includes multiple tables that profile the respondents and display the rank order of their responses in various categories. A copy of the questionnaire and a breakdown of survey results by state are appended. (SV)

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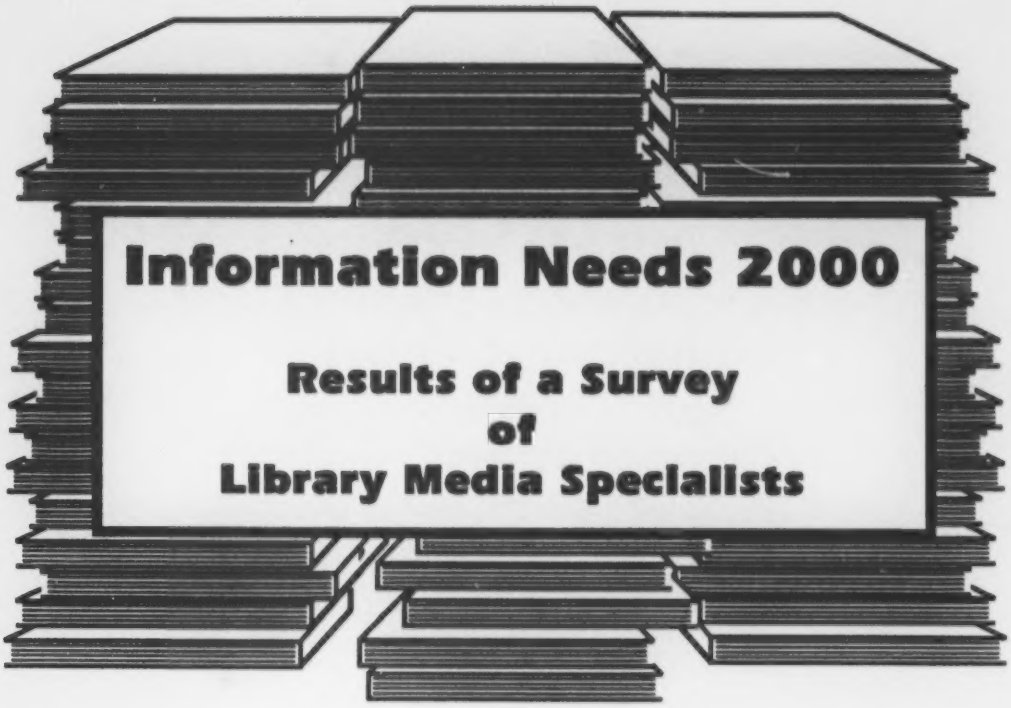

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by

Patricia E. Ceperley

State Policy Program
Appalachia Educational Laboratory
Charleston, West Virginia

June 1991

Funded by
Office of Educational Research and Improvement
U.S. Department of Education

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## INTRODUCTION

This report summarizes the results of a survey conducted by AEL. The purpose of the survey was to identify the training needs of school library media specialists in Kentucky, Tennessee, Virginia, and West Virginia--the four-state Region served by AEL.

School library media centers are more and more being called upon to use the latest technologies to access, transfer, and store information. While the need for expanded use of microcomputers reached the school library some time ago, technology advances at a rapid rate. To use information technologies to offer better services, school library media specialists likely need new or increased skills.

At the request of AEL's Technology Collaborative, which was formed by AEL's Policy and Planning Center staff and includes representatives of the state departments of education in the Region, AEL agreed to undertake an assessment of needs and produce regional and state-by-state reporting of data. These data could be used to guide state-level decisions regarding training, whether it be developed and provided regionally or by the state.

To obtain the needed information, a survey was mailed in April 1990 to the Region's school library media specialists. Returned surveys were accepted through May 31, 1990. By that date, 2,202 responses had been received--a response rate of 37.9 percent.

This report highlights the major findings and includes multiple tables that profile the respondents and display the rank order of their responses in various categories.

## METHOD

In February 1990, AEL convened a group of library media specialists who were selected by their state's department of education because of their professional awareness of the rapidly changing field of school library media resources. This group of 12 was considered by AEL to be a select group of practitioners.

The 12 practitioners prepared for the working session by studying professional association--American Association of School Librarians and Association for Educational Communication and Technology--guidelines that describe contemporary roles and responsibilities of school library media specialists and of preservice programs in teacher training institutions.

Using a group process called DAP--which was developed by AEL--the group identified, clarified, and ranked individual and common needs. The result was a preliminary list of 44 statements. Two duplicate statements were eliminated, leaving 42 unique statements that described what the participants believed about three issues:

(1) the role of library media specialists,

(2) factors that enable library media specialists to fulfill their professional role, and

(3) the skills, knowledge, and experience necessary to further their professional development.

### The Survey

The 42 statements developed by the select group of school library media specialists were used as items on the survey. Some very minor editing was done to make the items parallel and more clear. The

statements were grouped by issue into three sections. Each statement was followed by two response columns using Likert-type scales to increase the amount of information the survey would yield. The surveys were coded by state, so that AEL researchers could recognize the state from which the survey had come. A copy of the survey is in Appendix A.

A cover letter, signed by the four appropriate state department personnel, explained the purpose of the survey and encouraged librarians to complete and return the form to AEL. A pre-addressed envelope was also included.

Participants

Nearly 6,000 state-specific surveys were mailed by the four state departments of education to their state's school library media specialists. Kentucky surveyed at least 1,350; Tennessee and West Virginia surveyed 1,300; and Virginia surveyed more than 1,860.

Procedure

Survey data were coded and entered into a database for analysis. Frequencies, means, and standard deviations were obtained for each item by Region and by state (see Appendices B, C, D, and E for state-by-state data). In addition, certain correlations were obtained, a factor analysis was performed, and ANOVAs were run to determine whether any of the variance could be explained by demographic elements.

## FINDINGS

Survey results are based on analysis of 2,202 surveys that were completed and returned--a Regional response rate of 37.9 percent.

Virginia had the highest response rate--992 surveys (53.2 percent) were returned. Kentucky school library media specialists returned 592 (43.9 percent); Tennessee, 373 (28.7 percent); and West Virginia, 245 (18.8 percent).

Profile of Respondents

Across the Region, slightly more than one-half of the respondents (51.9 percent) were assigned to elementary schools; 19.1 percent to middle/junior high schools; 24.3 percent to high schools; and 4.7 percent served in other capacities. Individual states' respondents showed similar patterns except for West Virginia. In that state, most respondents (59.6 percent) were assigned to junior or senior high schools, while only 35.5 percent were assigned to elementary schools.

Most (90.2 percent) respondents were building-level school library media specialists; nearly half (47.9 percent) have a bachelor's degree; and 44 percent also have a master's degree. Virginia respondents had the highest rate of library media specialists with a master's degree (51.6 percent).

Most respondents were certified either as librarians (57.5 percent) or as media specialists (35.9 percent). It appears that most survey respondents were well-qualified for their professional positions. However, more than half of the respondents (57.1) had served as school library media specialists for more than 10 years, suggesting that their professional preparation may have predated the advent of computers and other information technologies in schools and libraries.

Table 1 profiles the respondents by nature and level of their primary assignment, professional preparation, certification, and length

of service. The total number of responses varies from item to item due to either multiple responses or unanswered items.

Table 1

Profile of Respondents in AEL Region

| Response Category | Percent of Responses* |
|---|---|
| Primary Assignment | (n = 2201) |
| Primary/Elementary | 51.9 |
| Middle/Junior High | 19.1 |
| High School | 24.3 |
| Other | 4.7 |
| Nature of Assignment | (n = 2223) |
| Classroom teacher | 6.7 |
| Building-level library media specialist | 89.5 |
| Building-level principal | 1.4 |
| District-level library media supervisor | 0.8 |
| Library/media educator (college/university) | 0.4 |
| Other | 1.1 |
| Professional Preparation | (n = 2235) |
| Bachelor's degree | 47.9 |
| Master's degree | 44.0 |
| Other | 8.1 |
| Certification | (n = 1838) |
| Noncertified | 2.0 |
| Certified librarian | 57.5 |
| Certified library media specialist | 35.9 |
| Other | 4.6 |
| Length of Service | (n = 2056) |
| 0-5 years | 18.7 |
| 6-10 years | 17.1 |
| 11-15 years | 23.7 |
| 16-20 years | 23.4 |
| More than 20 years | 00.3 |

*Percentages may not total 100 due to rounding.

The Role of Library Media Specialists

Ten of the statements generated by the select group of practitioners appeared to describe what the group believed the role of library media specialists should be in local schools. Those 10 statements formed Section One of the survey--The Role of Library Media Specialists. In the first response column--Column A--participants indicated to what degree they agreed with those statements on a four-point Likert-type scale: Agree very much = 4, agree = 3, disagree = 2, and disagree very much = 1.

In the second response column--Column B--participants indicated to what degree they wanted to fulfill each of the roles listed. Respondents checked a six-point Likert-type scale: Really want to = 6, want to = 5, probably want to = 4, probably don't want to = 3, don't want to = 2, really don't want to = 1. Tables 2 and 3 summarize the responses in both columns of Section One.

Table 2 lists the 10 statements (ranked from most important to least important) and descriptive statistics (means and standard deviations) of responses in Column A. Mean scores were used to determine the rankings. Overall, respondents agreed very much with each of the 10 role statements. For example, the mean response for the top-ranked statement was 3.92 out of a possible 4.0--92 percent of the respondents agreed very much that school library media specialists should be considered an integral part of the curriculum. Not only was the mean score high for the item, but the low standard deviation (.275) shows a high degree of consistency among the respondents. Even on the lowest-ranked item, agreement among the respondents remained relatively strong.

Table 2

AEL Region

Rank Order of Roles Library Media Specialists Should Fulfill
(n = 2202)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 3.920 | .275 | be considered an integral part of the school curriculum. |
| 2 | 3.909 | .369 | be considered equal with teachers. |
| 3 | 3.777 | .427 | assist teachers in integrating media into their instructional process. |
| 4 | 3.765 | .457 | facilitate the teaching of library media skills within the curriculum. |
| 5 | 3.647 | .535 | use technology to more efficiently and effectively manage their time. |
| 6 | 3.551 | .606 | use computers in daily tasks. |
| 7 | 3.389 | .645 | work with other school staff in collegial relationships. |
| 8 | 3.098 | .679 | utilize business partnerships. |
| 9 | 3.039 | .693 | conduct more inservice sessions for teachers. |
| 10 | 3.033 | .749 | be involved in the production of instructional materials. |

Table 3 presents the means and standard deviations of the responses in Column B, and ranks statements from most important to least important based on mean scores. Mean scores ranged from 4.347 to 5.851 indicating that respondents agreed that all of the roles listed were appropriate for them to fulfill.

Responses in both columns showed that statements reflecting a desire for equality and belonging, however, ranked higher than statements suggesting the use of technology to support library services. Statements suggesting that library media specialists provide services to other school staff ranked lowest, but still showed agreement.

Table 3

AEL Region
Roles Library Media Specialists Want to Fulfill
(n = 2202)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 5.851 | 0.616 | be considered equal with teachers. |
| 2 | 5.790 | 0.490 | be considered an integral part of the school curriculum. |
| 3 | 5.635 | 0.632 | assist teachers in integrating media into their instructional process. |
| 4 | 5.588 | 0.721 | facilitate the teaching of library media skills within the curriculum. |
| 5 | 5.460 | 0.842 | use technology to more efficiently and effectively manage their time. |
| 6 | 5.326 | 1.021 | use computers in daily tasks. |
| 7 | 5.055 | 1.068 | work with other school staff in collegial relationships. |
| 8 | 4.491 | 1.208 | utilize business partnerships. |
| 9 | 4.432 | 1.250 | conduct more inservice sessions for teachers. |
| 10 | 4.347 | 1.363 | be involved in the production of instructional materials. |

Factors That Enable Library Media Specialists to Fulfill Their Professional Role

Twelve of the 42 statements generated by the select group of library media specialists appeared to describe what factors the group felt enabled library media specialists to fulfill their professional role. These 12 statements constituted Section Two of the survey.

In Column A, participants indicated to what degree they agreed with those statements. Respondents checked a four-point Likert-type scale: Agree very much = 4, agree = 3, disagree = 2, and disagree very much = 1. In Column B, the participants indicated how necessary they believed these factors to be for fulfilling their professional role. Respondents checked a six-point Likert-type scale: Very necessary = 6, Necessary = 5, Probably necessary = 4, Probably not necessary = 3, Not necessary = 2, Very unnecessary = 1.

Tables 4 and 5 present the means and standard deviations of the responses from the two columns and rank the statements from most to least important. Mean scores in Column A ranged from a low of 3.376 to a high of 3.787, and in Column B from 4.719 to 5.651. Thus, results show that respondents felt all of these factors were both important and necessary elements that enable them to do their work.

In addition, the statements were ranked identically in both columns, showing a high degree of consistency among respondents regarding the relative importance of each item. A review of the highest ranked statements reveals a strong desire on the part of library media specialists to keep abreast of current professional and library trends.

Table 4

AEL Region
Degree of Agreement With Factors That Enable Library Media Specialists to Fulfill Their Professional Role
(n = 2202)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 3.787 | .428 | Library media specialists should keep abreast of current professional trends. |
| 2 | 3.762 | .442 | Library media specialists should be aware of future library trends. |
| 3 | 3.713 | .480 | Library media specialists should attend professional meetings. |
| 4 | 3.708 | .593 | Telephone service should be available in library media centers. |
| 5 | 3.629 | .519 | Library media specialists should have information in the selection of hardware technology. |
| 6 | 3.626 | .591 | Library media specialists should have released time for continuing education. |
| 7 | 3.586 | .678 | Library media specialists should serve on curriculum committees. |
| 8 | 3.570 | .635 | Data processing [automation of libraries] should be completed. |
| 9 | 3.486 | .613 | Regional inservice sites should be available for library media specialists. |
| 10 | 3.433 | .655 | More library media inservices should be offered. |
| 11 | 3.431 | .590 | Library media centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| 12 | 3.376 | .737 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |

Table 5

AEL Region
Degree to Which Factors That Enable Library Media Specialists to Fulfill Their Professional Role Are Necessary
(n = 2202)

| Rank | Mean | Std. Dev. | Statement |
|---|---|---|---|
| 1 | 5.651 | 0.627 | Library media specialists should keep abreast of current professional trends. |
| 2 | 5.615 | 0.627 | Library media specialists should be aware of future library trends. |
| 3 | 5.510 | 0.731 | Library media specialists should attend professional meetings. |
| 4 | 5.439 | 1.040 | Telephone service should be available in library media centers. |
| 5 | 5.436 | 0.746 | Library media specialists should have information in the selection of hardware technology. |
| 6 | 5.387 | 0.956 | Library media specialists should have released time for continuing education. |
| 7 | 5.275 | 0.937 | Library media specialists should serve on curriculum committees. |
| 8 | 5.240 | 1.049 | Data processing [automation of libraries] should be completed. |
| 9 | 5.137 | 0.990 | Regional inservice sites should be available for library media specialists. |
| 10 | 5.101 | 1.009 | More library media inservices should be offered. |
| 11 | 5.078 | 0.932 | Library media centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| 12 | 4.719 | 1.234 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |

However, when current professional and library trends were specifically listed on the survey (e.g., AASL's Information Power guidelines and access to CD-ROM, E-Search, electronic bulletin board networking, and online capability) they received the lowest rankings.

Another item of interest is the relative ranking of attending professional meetings (third) as opposed to inservices (tenth). It appears that professional meetings have greater value for these professionals.

Professional Development

Twenty statements generated at the working session seemed to describe a desirable level of professional expertise--skills, knowledge, or experiences--that library media specialists need to possess. Those statements composed Section Three of the survey--Professional Development. In Column A, participants indicated to what degree they agreed with those statements by checking a four-point Likert-type scale: Agree very much = 4, agree = 3, disagree = 2, and disagree very much = 1. In Column B, the participants indicated the degree to which they felt it was necessary to possess that professional expertise by checking a six-point Likert-type scale: Very necessary = 6, Necessary = 5, Probably necessary = 4, Probably not necessary = 3, Not necessary = 2, Very unnecessary = 1.

Tables 6 and 7 present means and standard deviations of the responses in Section Three and rank the statements from most to least important. Mean scores in Column A ranged from a low of 3.279 to a high of 3.892, and Column B from 4.815 to 5.829. Thus, results show respondents strongly agreed with the statements. Although the statement

rankings in Section Three were not identical in Columns A and B, they were still highly correlated. For example, statements ranked one through five in Column A are also found among the top five items in Column B.

Table 6

AEL Region
Rank Order of Skills, Knowledge, Or Experience
Library Media Specialists Should Have
(n = 2202)

| Rank | Mean | Std. Dev. | Statement |
|---|---|---|---|
| 1 | 3.892 | .334 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 3.821 | .398 | All library media specialist graduates should be prepared in the use of new technology. |
| 3 | 3.755 | .438 | Library media specialists should have effective planning skills. |
| 4 | 3.738 | .469 | Library media specialists should be computer literate. |
| 5 | 3.729 | .466 | Library media specialists should have a plan for using their financial resources. |
| 6 | 3.726 | .473 | Library media specialists' skills should reflect the use of new technology. |
| 7 | 3.710 | .467 | Library media specialists should be trained to use technology. |
| 8 | 3.687 | .500 | Library media specialists should have administrative skills in using computers for library management. |
| 9 | 3.687 | .482 | Library media specialists should have effective public relations skills. |

Table 6 (Continued)

| | | | |
|---|---|---|---|
| 10 | 3.679 | .476 | Library media specialists should be aware of options and choices. |
| 11 | 3.624 | .523 | Student teacher training should be varied. |
| 12 | 3.623 | .546 | Library media specialists should have technical skills/knowledge to implement automation. |
| 13 | 3.582 | .576 | Library media specialists should know how to operate a camcorder. |
| 14 | 3.540 | .541 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 15 | 3.447 | .620 | Library media specialists should be trained in curriculum development. |
| 16 | 3.438 | .571 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 17 | 3.408 | .608 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| 18 | 3.370 | .638 | Library media specialists should be skilled in online searching. |
| 19 | 3.345 | .675 | Library media specialists should be equipped to plan and design facilities. |
| 20 | 3.279 | .700 | Library media specialists should know how to write successful grant proposals. |

Table 7

AEL Region
Rank Order of Skills, Knowledge, or Experience
Library Media Specialists Want to Have
(n = 2202)

| Rank | Mean | Std. Dev. | Statement |
|---|---|---|---|
| 1 | 5.829 | 0.459 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 5.674 | 0.568 | Library media specialists should have effective planning skills. |
| 3 | 5.639 | 0.548 | Library media specialists should have a plan for using their financial resources. |
| 4 | 5.633 | 0.780 | All library media specialist graduates should be prepared in the use of new technology. |
| 5 | 5.618 | 0.674 | Library media specialists should be computer literate. |
| 6 | 5.585 | 0.606 | Library media specialists should be aware of options and choices. |
| 7 | 5.576 | 0.670 | Library media specialists should have effective public relations skills. |
| 8 | 5.572 | 0.671 | Library media specialists should be trained to use technology. |
| 9 | 5.569 | 0.683 | Library media specialists' skills should reflect the use of new technology. |
| 10 | 5.540 | 0.752 | Library media specialists should have administrative skills in using computers for library management. |
| 11 | 5.446 | 0.812 | Library media specialists should have technical skills/knowledge to implement automation. |

Table 7 (continued)

| | | | |
|---|---|---|---|
| 12 | 5.412 | 0.764 | Student teacher training should be varied. |
| 13 | 5.389 | 0.879 | Library media specialists should know how to operate a camcorder. |
| 14 | 5.341 | 0.776 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 15 | 5.152 | 0.970 | Library media specialists should be trained in curriculum development. |
| 16 | 5.146 | 0.920 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| 17 | 5.081 | 0.916 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 18 | 5.067 | 0.996 | Library media specialists should be skilled in online searching. |
| 19 | 5.034 | 1.070 | Library media specialists should be equipped to plan and design facilities. |
| 20 | 4.815 | 1.243 | Library media specialists should know how to write successful grant proposals. |

Factor Analysis

Factor analysis (Varimax Rotated with Kaiser Normalization) was employed to detect common traits that underlie the survey items and to reduce the many variables on the survey to a few more meaningful dimensions for further analysis of the survey responses. Once identified, the factors were interpreted and labeled. Those factors that emerged from the factor analysis are described below.

Section One. The factor analysis of Section One--The Role of Library Media Specialists--yielded 10 survey items clustered into two factors. Table 8 displays the factors and factor loadings for this section. Factor 1 explains 30.1 percent of the variance, and Factor 2 explains 12.0 percent. The two factors together explain 42.1 percent of the variance in the responses.

The first factor, called "non-teaching roles" included tasks such as using computers, business partnerships, and technology; conducting in-services; working with school staff; and producing instructional materials.

The second factor, called "teaching," included tasks such as being an integral part of the curriculum, assisting teachers to integrate technology into instruction, teaching library media skills within the curriculum, and being considered equal with teachers.

Table 8

Factors and Factor Loadings for
The Role of Library Media Specialists

| Factor 1 | Factor 2 | | Library Media Specialists Should: |
|---|---|---|---|
| .68146 | .13403 | (5) | conduct more inservice sessions for teachers. |
| .65851 | .10888 | (8) | use technology to more efficiently and effectively manage their time. |
| .65755 | .07617 | (7) | utilize business partnerships. |
| .65440 | .03486 | (4) | use computers in daily tasks. |
| .58230 | .09126 | (9) | be involved in the production of instructional materials. |

Table 8 (Continued)

| Factor 1 | Factor 2 | | Library Media Specialists Should: |
|---|---|---|---|
| .50890 | .31270 | (6) | work with other school staff in collegial relationships. |
| .25917 | .65511 | (2) | assist teachers in integrating media into their instructional process. |
| .18174 | .69970 | (3) | facilitate the teaching of library media skills within the curriculum. |
| .16391 | .66449 | (1) | be considered an integral part of the school curriculum. |
| -.07635 | .47035 | (10) | be considered equal with teachers. |

Section Two. A factor analysis of Section Two--Factors That Enable Library Media Specialists to Fulfill Their Professional Role--revealed three factors. These factors and factor loadings are displayed in Table 9. Factor 1 explains 36.1 percent of the variance; factor 2, 12.1 percent; and factor 3, 10 percent. Together, these three factors explain 58.2 percent of the variance.

The first factor, labeled "renewal," included work-related elements such as keeping abreast of professional trends, attending professional meetings, knowing how to select technology hardware, knowing about library trends, serving on curriculum committees, and having released time for continuing education.

The second factor, labeled " technology," referred to work-related elements such as having access to technology, completing data processing, having telephone service, and implementing AASL's Information Power guidelines.

The third factor, labeled "inservice," referred to the offering of more library media inservices and the availability of regional inservice sites.

Table 9

Factors and Factor Loadings for
Factors that Enable Library Media Specialists
to Fulfill their Professional Role

| Factor 1 | Factor 2 | Factor 3 | | Statement: |
|---|---|---|---|---|
| .81631 | .07687 | .02797 | (8) | Library media specialists should keep abreast of current professional trends. |
| .79385 | .04777 | .19927 | (9) | Library media specialists should attend professional meetings. |
| .77457 | .12119 | .09358 | (11) | Library media specialists should be aware of future library trends. |
| .66995 | .25982 | .10654 | (10) | Library media specialists should have information in the selection of hardware technology. |
| .61434 | .21706 | .01204 | (7) | Library media specialists should serve on curriculum committees. |
| .50039 | .26831 | .18548 | (12) | Library media specialists should have released time for continuing education |
| .39959 | .45501 | .16439 | (6) | Library media centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| .19936 | .64868 | -.01388 | (5) | Telephone service should be available in library media centers. |

Table 9 (Continued)

| Factor 1 | Factor 2 | Factor 3 | | Statement: |
|---|---|---|---|---|
| .19438 | .12306 | .85175 | (3) | Regional inservice sites should be available for library media specialists. |
| .14282 | .79102 | .13851 | (4) | Data processing [automation of libraries] should be completed. |
| .09045 | .14352 | .87561 | (2) | More library media inservices should be offered. |
| .08774 | .76571 | .15431 | (1) | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |

Section Three. The factor analysis of Section Three--Professional Development--yielded three factors. Factor 1 explained 40.8 percent of the variance; factor 2, 6.6 percent; and factor 3, 5.7 percent. These three factors together explain 53.1 percent of the variance.

The first factor, labeled "facilitation skills," included professional competencies that might facilitate instruction such as knowing about distance learning, curriculum development, AASL's Information Power guidelines, grant proposal development, and facility design; implementing AASL's Information Power guidelines; and mastering online searching.

The second factor, labeled "technology skills," tended to refer to professional competencies related to the use of technology: library media specialist graduates should be prepared in the use of new technology, have varied training experiences, know how to use new technology, be computer

literate, use computers for library management, implement library automation, and use a camcorder.

The third factor, labeled "management skills," referred to professional competencies related to managing a library such as planning, public relations, finances, cataloging, taking inventory, weeding, and knowledge of options and choices.

Table 10

Factors and Factors Loadings for Professional Development

| Factor 1 | Factor 2 | Factor 3 | | Statement: |
|---|---|---|---|---|
| .69212 | .17278 | .08301 | (12) | Library media specialists should know how to write successful grant proposals. |
| .68978 | .15361 | .27514 | (19) | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| .66876 | .27448 | .12808 | (20) | Library media specialists should be skilled in online searching. |
| .65010 | .23832 | .30456 | (9) | Library media specialists should be familiar with AASL's Information Power guidelines. |
| .61085 | .18343 | .18685 | (16) | Library media specialists should be equipped to plan and design facilities. |
| .59485 | .20610 | .19634 | (6) | Library media specialists should be trained in curriculum development. |
| .53844 | .35426 | .15153 | (4) | Library media specialists should be aware of and understand the capabilities of distance learning. |

Table 10 (Continued)

| Factor 1 | Factor 2 | Factor 3 | Statement: |
|---|---|---|---|
| .42097 | .61935 | .16831 | (11) Library media specialists should have technical skills/knowledge to implement automation. |
| .41507 | .19093 | .51502 | (10) Library media specialists should have effective public relations skills. |
| .41335 | .43180 | .25383 | (15) Library media specialists should know how to operate a camcorder. |
| .33121 | .70003 | .14162 | (7) Library media specialists should have administrative skills in using computers for library management |
| .31097 | .28854 | .57632 | (8) Library media specialists should have effective planning skills. |
| .30074 | .17501 | .65602 | (18) Library media specialists should be aware of options and choices. |
| .29331 | .70293 | .14315 | (5) Library media specialists should be computer literate. |
| .27844 | .22898 | .65473 | (13) Library media specialists should have a plan for using their financial resources. |
| .27846 | .66209 | .35690 | (14) Library media specialists should be trained to use technology. |
| .20672 | .75432 | .22307 | (3) Library media specialists' skills should reflect the use of new technology. |
| .14603 | .42816 | .32990 | (2) Student teacher training should be varied. |

Table 10 (Continued)

| Factor 1 | Factor 2 | Factor 3 | | Statement: |
|---|---|---|---|---|
| .09018 | .73248 | .19883 | (1) | All library media specialist graduates should be prepared in the use of new technology. |
| .01276 | .19402 | .73208 | (17) | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |

Analysis of Variance

After we identified the eight factors in the survey, we performed one-way ANOVAs across four demographic variables: (1) level of assignment, (2) certification, (3) professional preparation, and (4) length of service. The number of respondents differs for each of these ANOVAs since multiple responses were encountered for all of the demographic (independent) variables. Surveys that included multiple responses on the level of assignment, certification, and length of service were not included in the ANOVA. Surveys with multiple responses on the professional preparation demographic variable were used, however; respondents were categorized according to the highest degree they had earned.

The analysis of variance showed no significant F-ratios between groups by demographic variable on five of the factors: teaching, renewal, inservice, technology skills, and management skills. Significant F-ratios did result for three factors: (1) the non-teaching role differed by level of assignment (significant at the .01 level); (2) the technology factor

differed by level of assignment (significant at the .01 level); and (3) facilitation skills differed by professional preparation (significant at the .05 level). The source of variation for each of these factors is discussed below.

Non-teaching role by level of assignment. When we found a significant F-ratio on the factor non-teaching role by level of assignment, the Scheffe procedure was performed to determine the source of variance. The demographic variable, level of assignment, was composed of three groups--primary/elementary, middle/junior high, and high school. Two of those groups--primary/elementary and high school--differed significantly (at of .05 level) on the non-teaching role. High school library media specialists agreed that their role included non-teaching tasks, while primary/elementary library media specialists did not. Tables 11 and 12 display the data that support this finding.

Table 11

A One-Way Analysis of Variance of the Response to the Non-Teaching Factor of Three groups of Library Media Specialists by Level of Assignment

| Source of Variation | Degrees of Freedom | Sum of Squares | Mean Square | F-ratio | p level |
|---|---|---|---|---|---|
| Between Groups | 2 | 9.42 | 4.71 | 4.80 | .0083 |
| Within Groups | 1734 | 1701.32 | .98 | | |
| Total | 1736 | 1710.74 | | | |

Table 12

Means and Standard Deviations of the Responses to the Non-Teaching Factor of Two Groups of Library Media Specialists by Level of Assignment

| Group | N | Mean | Std Dev |
|---|---|---|---|
| Primary/ Elementary | 931 | -.0467 | 1.0241 |
| High School | 459 | .1034 | .9141 |

Technology by level of assignment. When the F-ratio revealed significant differences on the technology factor by level of assignment, the Scheffe procedure was performed to determine the exact location of the variance. We found that primary/elementary library media specialists differed significantly (at the .05 level) from middle/junior high and high school library media specialists. Primary/elementary library media specialists did not agree that technology would enable them to fulfill their professional role. High school and middle/junior high library media specialists did agree. Tables 13 and 14 display the data that support this finding.

Table 13

A One-Way Analysis of Variance of Responses to the Technology Factor of Three Groups of Library Media Specialists by Level of Assignment

| Source of Variation | Degrees of Freedom | Sum of Squares | Mean Square | F-ratio | p level |
|---|---|---|---|---|---|
| Between Groups | 2 | 52.68 | 26.34 | 27.42 | .001 |
| Within Groups | 1763 | 1693.57 | .96 | | |
| Total | 1765 | 1746.25 | | | |

Table 14

Means and Standard Deviations of the Responses to the Technology Factor of Three Groups of Library Media Specialists by Level of Assignment

| Group | N | Mean | Std Dev |
|---|---|---|---|
| Primary/Elementary | 956 | -.1388 | 1.0298 |
| Middle/Junior High | 350 | .1195 | .9594 |
| High School | 460 | .2538 | .8851 |

Facilitation skills and professional preparation. When the F-ratio showed significant differences on facilitation skills by professional preparation, no additional procedures were performed because the professional preparation demographic variable includes only two groups: bachelor's degree and master's degree. Thus, these two groups differed significantly at the .05 level (the same level of significance as the F-ratio). Library media specialists who had earned a bachelor's degree did not agree that library media specialists should have facilitation skills--professional competencies that might facilitate teaching and access to information. Those with master's degrees did agree. Tables 15 and 16 display the data that support this finding.

Table 15

A One-Way Analysis of Variance of Responses of Two Groups of Library Media Specialists to Facilitation Skills Factor by Professional Preparation

| Source of Variation | Degrees of Freedom | Sum of Squares | Mean Square | F-ratio | p Level |
|---|---|---|---|---|---|
| Between Groups | 1 | 5.54 | 5.5409 | 5.5545 | .0186 |
| Within Groups | 1570 | 1566.16 | .9976 | | |
| Total | 1571 | 1571.70 | | | |

Table 16

Means and Standard Deviations of the Responses of Two Groups of Library Media Specialists to the Facilitation Factor by Professional Preparation

| Group | N | Mean | Std Dev |
|---|---|---|---|
| Bachelor's Degree | 488 | -.0542 | 1.0132 |
| Master's Degree | 1084 | .0741 | .9922 |

Reliability

Reliability of the survey was measured by Cronbach's Alpha. The overall internal reliability for Column A of the survey was .9348 and for Column B was .9408. In addition, the internal reliability of each column in each section was measured by Cronbach's Alpha. The results are shown in Table 17.

Table 17

| Survey Section/Column | Reliability |
|---|---|
| Section One, Column A | .7343 |
| Section One, Column B | .7455 |
| Section Two, Column A | .8261 |
| Section Two, Column B | .8484 |
| Section Three, Column A | .9229 |
| Section Three, Column B | .9219 |

## CONCLUSIONS

Information technologies are changing dramatically, and library media centers and their staffs are being called upon to reflect those changes. This study was undertaken to learn how these changes might alter the training needs of library media specialists. The results of

this study can help guide state and regional leaders' professional development decisions.

Based on the data analysis, we conclude that the survey respondents across the Region form an extremely homogeneous group. Further, the respondents--professional school library media specialists--consistently agreed with the statements generated by the select group of library media specialists from the four-state Region who were brought together by AEL's Technology Collaborative.

Survey respondents also showed a high degree of interest in professional trends and in keeping on top of new developments in their field, but they showed less interest in specific items of change--AASL's Information Power guidelines for library media centers and specific information technologies (CD-ROM, E-Search, electronic bulletin board networking, online capability). At least two possible explanations exist: (1) respondents were not familiar with either the guidelines or the specific technologies; or (2) they do not yet have a vision of their role in providing increased access to information. Additional study is needed to explain this disparity in responses.

Respondents appeared to be open to learning new information, and they seemed to value what they learn at professional meetings more than at inservice sessions. This response might be explained by the fact that professional meetings more closely match the needs of library media specialists than do local inservice sessions. Library media specialists tend to be too few in number--at most, one per building--for local officials to justify inservice programs designed specifically for these

professionals. Again, further research is necessary to learn if this is the case.

Differences that were found among various groups of respondents suggest two ways to differentiate training activities. First, training would be more effective if developed and delivered according to the level to which the library media specialist is assigned. Primary/elementary and high school library media specialists perceive their role in the school to be significantly different. In addition, primary/elementary library media specialists do not believe that technology can help them fulfill their role, while those assigned to middle/junior high and high school do. Clearly, library media specialists assigned to the primary/elementary level would benefit most if training addressed their specific needs, but the other two groups could be trained together.

A second way to make training more effective is to provide different activities for bachelor's and master's degree holders. Library media specialists who have earned a bachelor's degree do not see a need to understand the capabilities of distance learning, how to develop curriculum, AASL's Information Power guidelines, how to write grant proposals, how to plan facilities, or how to do online searching--professional competencies that library media specialists who have earned master's degrees are much more eager to possess. Holders of bachelor's degrees may first need awareness programs about ways they can benefit from having those skills before they can appreciate training opportunities in those areas.

APPENDIX A

Information Needs 2000--1990 Survey of Library Media Specialists

# Information Needs 2000
# 1990 Survey of Library Media Specialists

May 1990

Dear Library Media Specialist:

School libraries and the role and responsibilities of library media specialists are changing. The American Association of School Librarians (AASL) has published *Information Power*—new guidelines for library media centers and the library media specialists who staff them—NCATE has adopted new curriculum guidelines for accrediting preservice library media specialist programs, and technology and automation are commonplace in libraries today. These and other recent developments have led the state departments of education in the four states served by the Appalachia Educational Laboratory to seek information about the needs of library media specialists that may have emerged as a result of these changes. To do this, we need your help.

Earlier this year, we met with a small group of library media specialists from the four states and brainstormed more than 40 statements that describe what we believe about three issues:

(1) the role of library media specialists,

(2) factors that are necessary to enable them to fulfill their professional role, and

(3) the skills, knowledge, and experience necessary to further their professional development.

We want to know how you feel about these same issues.

Please respond to the statements listed on the following pages—it should only take 15 minutes. Use the enclosed envelope to return the completed survey to AEL by May 11, 1990. AEL staff will compile survey responses and prepare for us a summary report that will be shared with the four states.

Thank you for your help.

Judy Cooper

Judy Cooper, Consultant
Library Media Services
Kentucky Department of Education

Gloria Barber
Supervisor of School Library Media Program
Virginia Department of Education

Betty Latture, Coordinator
Library Services
Tennessee Department of Education

Jeanne Moellendick, Coordinator
Technology Based/Distance Learning
West Virginia Department of Education

**SPECIAL DIRECTIONS: If other library media specialists in your building did not get this mailing:**

- make extra copies of the survey,
- add extra postage if more than one survey is returned in the enclosed envelope, and
- mail to: AEL Policy and Planning Center, P.O. Box 1348, Charleston, WV 25325.

## *The Role of Library Media Specialists*

**For each item, mark your responses in BOTH columns.**

- **In the first column, tell us if you agree with the statement.**
- **In the second column, tell us to what degree you want to fulfill this role.**

A = agree very much;
a = agree;
d = disagree;
D = disagree very much

6 = Really want to
5 = Want to
4 = Probably want to
3 = Probably don't want to
2 = Don't want to
1 = Really don't want to

| Library media specialists should: | Circle one | Circle one |
|---|---|---|
| 1. be considered an integral part of the school curriculum. | A a d D | 6 5 4 3 2 1 |
| 2. assist teachers in integrating media into their instructional process. | A a d D | 6 5 4 3 2 1 |
| 3. facilitate the teaching of library media skills within the curriculum. | A a d D | 6 5 4 3 2 1 |
| 4. use computers in daily tasks. | A a d D | 6 5 4 3 2 1 |
| 5. conduct more inservice sessions for teachers. | A a d D | 6 5 4 3 2 1 |
| 6. work with other school staff in collegial relationships. | A a d D | 6 5 4 3 2 1 |
| 7. utilize business partnerships. | A a d D | 6 5 4 3 2 1 |
| 8. use technology to more efficiently and effectively manage their time. | A a d D | 6 5 4 3 2 1 |
| 9. be involved in the production of instructional materials. | A a d D | 6 5 4 3 2 1 |
| 10. be considered equal with teachers. | A a d D | 6 5 4 3 2 1 |

Comments: _____

## *Factors That Enable Library Media Specialists to Fulfill Their Professional Role*

**For each item, mark your responses in BOTH columns.**

- **In the first column, tell us if you agree with the statement.**
- **In the second column, tell us how necessary these factors are for you to fulfill your professional role.**

A = agree very much;
a = agree;
d = disagree;
D = disagree very much

6 = Very necessary
5 = Necessary
4 = Probably necessary
3 = Probably not necessary
2 = Not necessary
1 = Very unnecessary

| | Circle one | Circle one |
|---|---|---|
| 1. All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). | A a d D | 6 5 4 3 2 1 |
| 2. More library media inservices should be offered. | A a d D | 6 5 4 3 2 1 |
| 3. Regional inservice sites should be available for library media specialists. | A a d D | 6 5 4 3 2 1 |
| 4. Data processing [automation of libraries] should be completed. | A a d D | 6 5 4 3 2 1 |
| 5. Telephone service should be available in library media centers. | A a d D | 6 5 4 3 2 1 |

| | | |
|---|---|---|
| 6. Library media centers should have a systematic plan for implementing AASL's *Information Power* guidelines. | A a d D | 6 5 4 3 2 1 |
| **Library media specialists should:** | | |
| 7. serve on curriculum committees. | A a d D | 6 5 4 3 2 1 |
| 8. keep abreast of current professional trends. | A a d D | 6 5 4 3 2 1 |
| 9. attend professional meetings. | A a d D | 6 5 4 3 2 1 |
| 10. have information in the selection of hardware technology. | A a d D | 6 5 4 3 2 1 |
| 11. be aware of future library trends. | A a d D | 6 5 4 3 2 1 |
| 12. have released time for continuing education. | A a d D | 6 5 4 3 2 1 |

Comments: _____

_____

## *Professional Development*

**For each item, mark your responses in BOTH columns.**

- **In the first column, tell us if you agree with the statement.**
- **In the second column, tell us to what degree you want to have this skill, knowledge, or experience.**

A = agree very much;
a = agree;
d = disagree;
D = disagree very much

6 = Really want to
5 = Want to
4 = Probably want to
3 = Probably don't want to
2 = Don't want to
1 = Really don't want to

| | Circle one | Circle one |
|---|---|---|
| 1. All library media specialist graduates should be prepared in the use of new technology. | A a d D | 6 5 4 3 2 1 |
| 2. Student teacher training should be varied. | A a d D | 6 5 4 3 2 1 |
| 3. Library media specialists' skills should reflect the use of new technology. | A a d D | 6 5 4 3 2 1 |
| **Library media specialists should:** | | |
| 4. be aware of and understand the capabilities of distance learning. | A a d D | 6 5 4 3 2 1 |
| 5. be computer literate. | A a d D | 6 5 4 3 2 1 |
| 6. be trained in curriculum development. | A a d D | 6 5 4 3 2 1 |
| 7. have administrative skills in using computers for library management. | A a d D | 6 5 4 3 2 1 |
| 8. have effective planning skills. | A a d D | 6 5 4 3 2 1 |
| 9. be familiar with AASL's *Information Power* guidelines. | A a d D | 6 5 4 3 2 1 |
| 10. have effective public relations skills. | A a d D | 6 5 4 3 2 1 |
| 11. have the technical skills/knowledge to implement automation. | A a d D | 6 5 4 3 2 1 |
| 12. know how to write successful grant proposals. | A a d D | 6 5 4 3 2 1 |



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**Library media specialists should:**

| | | | |
|---|---|---|---|
| 13. | have a plan for using their financial resources. | A a d D | 6 5 4 3 2 1 |
| 14. | be trained to use technology. | A a d D | 6 5 4 3 2 1 |
| 15. | know how to operate a camcorder. | A a d D | 6 5 4 3 2 1 |
| 16. | be equipped to plan and design facilities. | A a d D | 6 5 4 3 2 1 |
| 17. | have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. | A a d D | 6 5 4 3 2 1 |
| 18. | be aware of options and choices. | A a d D | 6 5 4 3 2 1 |
| 19. | be committed to implementing AASL's *Information Power* guidelines. | A a d D | 6 5 4 3 2 1 |
| 20. | be skilled in online searching. | A a d D | 6 5 4 3 2 1 |

Comments: _____

_____

21. The level at which you are primarily assigned is (**check one**):
    - ☐ primary/elementary
    - ☐ middle/junior high
    - ☐ high school
    - ☐ other, please explain _____

22. The nature of your assignment is (**check all that apply**):
    - ☐ classroom teacher
    - ☐ building-level library media specialist
    - ☐ building-level principal
    - ☐ district-level library media supervisor
    - ☐ library/media educator (college/university)
    - ☐ other, please explain _____

23. Professional preparation:
    - ☐ Bachelors degree in _____
    - ☐ Masters degree in _____
    - ☐ Other, please explain _____

24. Certification:
    - ☐ Noncertified
    - ☐ Certified librarian
    - ☐ Certified library media
    - ☐ Other certification, please explain _____

25. Length of time as library media specialist:
    - ☐ 0 - 5 years
    - ☐ 6 - 10 years
    - ☐ 11 - 15 years
    - ☐ 16 - 20 years
    - ☐ More than 20 years

**Thank you for completing this survey.**

If you would like information about the results of this survey, please complete the following section:

Name _____ Telephone (_____) _____

School/District _____

Address _____

_____

COMPLETE AND RETURN BY MAY 11, 1990, TO
AEL POLICY AND PLANNING CENTER, P.O. BOX 1348, CHARLESTON, WEST VIRGINIA 25325

APPENDIX B

Kentucky Library Media Specialists Survey Results

Table 1

Profile of Kentucky Respondents

| Response Category | Percent of All Responses* |
|---|---|
| Primary Assignment | (n = 588) |
| Primary/Elementary | 58.7 |
| Middle/Junior High | 14.6 |
| High School | 21.1 |
| Other | 5.6 |
| Nature of Assignment | (n = 588) |
| Classroom teacher | 5.4 |
| Building-level library media specialist | 91.3 |
| Building-level principal | 0.2 |
| District-level library media supervisor | 0.9 |
| Library/media educator (college/university) | 0.7 |
| Other | 1.5 |
| Professional Preparation | (n = 588) |
| Bachelor's degree | 52.2 |
| Master's degree | 34.0 |
| Other | 13.8 |
| Certification | (n = 567) |
| Noncertified | 0.5 |
| Certified librarian | 60.4 |
| Certified library media specialist | 36.6 |
| Other | 2.3 |
| Length of Service | (n = 592) |
| 0-5 years | 18.7 |
| 6-10 years | 17.5 |
| 11-15 years | 22.9 |
| 16-20 years | 21.4 |
| More than 20 years | 18.3 |
| | 1.2 |

Table 2

Kentucky

Rank Order of Roles Library Media Specialists Should Fulfill
(n = 592)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 3.904 | .307 | be considered an integral part of the school curriculum. |
| 2 | 3.902 | .379 | be considered equal with teachers. |
| 3 | 3.780 | .431 | assist teachers in integrating media skills within the curriculum. |
| 4 | 3.731 | .487 | facilitate the teaching of library media skills within the curriculum. |
| 5 | 3.606 | .551 | use technology to more efficiently and effectively manage their time. |
| 6 | 3.485 | .674 | use computers in daily tasks. |
| 7 | 3.382 | .687 | work with other school staff in collegial relationships. |
| 8 | 3.068 | .738 | utilize business partnerships. |
| 9 | 3.057 | .762 | be involved in the production of instructional materials. |
| 10 | 3.002 | .775 | conduct more inservice sessions for teachers. |

Table 3

Kentucky
Roles Library Media Specialists Want to Fulfill
(n = 592)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 5.857 | 0.564 | be considered equal with teachers. |
| 2 | 5.781 | 0.534 | be considered an integral part of the school curriculum. |
| 3 | 5.657 | 0.672 | assist teachers in integrating media skills within the curriculum. |
| 4 | 5.541 | 0.775 | facilitate the teaching of library media skills within the curriculum. |
| 5 | 5.406 | 0.896 | use technology to more efficiently and effectively manage their time. |
| 6 | 5.198 | 1.171 | use computers in daily tasks. |
| 7 | 5.053 | 1.111 | work with other school staff in collegial relationships. |
| 8 | 4.415 | 1.290 | utilize business partnerships. |
| 9 | 4.379 | 1.331 | be involved in the production of instructional materials. |
| 10 | 4.345 | 1.343 | conduct more inservice sessions for teachers. |

Table 4

Factors That Enable Library Media Specialists to Fulfill Their Professional Role (n = 592)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 3.790 | .440 | Library media specialists should keep abreast of current professional trends. |
| 2 | 3.765 | .451 | Library media specialists should be aware of future library trends. |
| 3 | 3.736 | .467 | Library media specialists should attend professional meetings. |
| 4 | 3.683 | .636 | Telephone service should be available in library media centers. |
| 5 | 3.645 | .523 | Library media specialists should have information in the selection of hardware technology. |
| 6 | 3.577 | .621 | Library media specialists should have released time for continuing education. |
| 7 | 3.555 | .580 | Regional inservice sites should be available for library media specialists. |
| 8 | 3.543 | .596 | More library media inservices should be offered. |
| 9 | 3.538 | .670 | Data processing [automation of libraries] should be completed. |
| 10 | 3.532 | .602 | Library media specialists should serve on curriculum committees. |
| 11 | 3.413 | .578 | Library centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| 12 | 3.372 | .730 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |

Table 5

Kentucky
Factors That Enable Library Media Specialists
to Fulfill Their Professional Role
(n = 592)

| Rank | Mean | Std. Dev. | Statement |
|---|---|---|---|
| 1 | 5.651 | 0.616 | Library media specialists should keep abreast of current professional trends. |
| 2 | 5.631 | 0.639 | Library media specialists should be aware of future library trends. |
| 3 | 5.547 | 0.734 | Library media specialists should attend professional meetings. |
| 4 | 5.449 | 0.822 | Library media specialists should have information in the selection of hardware technology. |
| 5 | 5.416 | 1.058 | Telephone service should be available in library media centers. |
| 6 | 5.298 | 1.061 | Library media specialists should have released time for continuing education. |
| 7 | 5.264 | 0.913 | Regional inservice sites should be available for library media specialists. |
| 8 | 5.250 | 0.930 | More library media inservices should be offered. |
| 9 | 5.207 | 0.948 | Library media specialists should serve on curriculum committees. |
| 10 | 5.182 | 1.125 | Data processing [automation of libraries] should be completed. |
| 11 | 5.029 | 0.951 | Library media centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| 12 | 4.749 | 1.199 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |

Table 6

Kentucky
Rank Order of Skills, Knowledge, Or Experience
Library Media Specialists Should Have
(n = 592)

| Rank | Mean | Std. Dev. | Statement |
|---|---|---|---|
| 1 | 3.908 | .306 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 3.806 | .421 | All library media specialist graduates should be prepared in the use of new technology. |
| 3 | 3.771 | .439 | Library media specialists should have a plan for using their financial resources. |
| 4 | 3.717 | .462 | Library media specialists should have effective planning skills. |
| 5 | 3.713 | .475 | Library media specialists' skills should reflect the use of new technology. |
| 6 | 3.713 | .471 | Library media specialists should be trained to use technology. |
| 7 | 3.707 | .505 | Library media specialists should be computer literate. |
| 8 | 3.702 | .476 | Library media specialists should have effective public relations skills. |
| 9 | 3.685 | .480 | Library media specialists should be aware of options and choices. |
| 10 | 3.665 | .514 | Library media specialists should have administrative skills in using computers for library management. |

Table 6 (Continued)

| Rank | Mean | Std. Dev. | Statement |
|---|---|---|---|
| 11 | 3.617 | .552 | Library media specialists should have technical skills/knowledge to implement automation. |
| 12 | 3.601 | .564 | Library media specialists should know how to operate a camcorder. |
| 13 | 3.590 | .429 | Student teacher training should be varied. |
| 14 | 3.527 | .546 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 15 | 3.459 | .645 | Library media specialists should be equipped to plan and design facilities. |
| 16 | 3.454 | .561 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 17 | 3.453 | .606 | Library media specialists should be trained in curriculum development. |
| 18 | 3.409 | .689 | Library media specialists should know how to write successful grant proposals. |
| 19 | 3.401 | .592 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| 20 | 3.386 | .621 | Library media specialists should be skilled in online searching. |

Table 7

Kentucky
Rank Order of Skills, Knowledge, or Experience
Library Media Specialists Want to Have
(n = 592)

| Rank | Mean | Std. Dev. | Statement |
|---|---|---|---|
| 1 | 5.837 | .450 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 5.707 | .548 | Library media specialists should have a plan for using their financial resources. |
| 3 | 5.636 | .721 | All library media specialist graduates should be prepared in the use of new technology. |
| 4 | 5.633 | .628 | Library media specialists should have effective planning skills. |
| 5 | 5.609 | .598 | Library media specialists should be aware of options and choices. |
| 6 | 5.585 | .672 | Library media specialists should have effective public relations skills. |
| 7 | 5.569 | .769 | Library media specialists should be computer literate. |
| 8 | 5.567 | .717 | Library media specialists' skills should reflect the use of new technology. |
| 9 | 5.558 | .738 | Library media specialists should be trained to use technology. |
| 10 | 5.521 | .798 | Library media specialists should have administrative skills in using computers for library management. |
| 11 | 5.446 | .875 | Library media specialists should have technical skills/knowledge to implement automation. |

Table 7 (continued)

| Rank | Mean | Std. Dev. | Statement |
|---|---|---|---|
| 12 | 5.433 | .846 | Library media specialists should know how to operate a camcorder. |
| 13 | 5.384 | .810 | Student teacher training should be varied. |
| 14 | 5.330 | .779 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 15 | 5.230 | .994 | Library media specialists should be equipped to plan and design facilities. |
| 16 | 5.173 | .939 | Library media specialists should be trained in curriculum development. |
| 17 | 5.146 | .897 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| 18 | 5.111 | .878 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 19 | 5.070 | .998 | Library media specialists should be skilled in online searching. |
| 20 | 5.036 | 1.209 | Library media specialists should know how to write successful grant proposals. |

APPENDIX C

Tennessee Library Media Specialists Survey Results

Table 1

Profile of Tennessee Respondents

| Response Category | Percent of All Responses* |
|---|---|
| Primary Assignment | (n = 373) |
| Primary/Elementary | 50.7 |
| Middle/Junior High | 18.2 |
| High School | 22.0 |
| Other | 9.1 |
| Nature of Assignment | (n = 371) |
| Classroom teacher | 5.4 |
| Building-level library media specialist | 90.3 |
| Building-level principal | 0.5 |
| District-level library media supervisor | 2.4 |
| Library/media educator (college/university) | 0.3 |
| Other | 1.1 |
| Professional Preparation | (n = 372) |
| Bachelor's degree | 50.3 |
| Master's degree | 42.7 |
| Other | 7.0 |
| Certification | (n = 373) |
| Noncertified | 2.2 |
| Certified librarian | 66.7 |
| Certified library media specialist | 28.7 |
| Other | 2.5 |
| Length of Service | (n = 373) |
| 0-5 years | 20.3 |
| 6-10 years | 18.3 |
| 11-15 years | 20.1 |
| 16-20 years | 27.1 |
| More than 20 years | 14.4 |

Table 2

Tennessee
Rank Order of Roles Library Media Specialists Should Fulfill
(n = 373)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 3.938 | 0.293 | be considered equal with teachers. |
| 2 | 3.927 | 0.260 | be considered an integral part of the school curriculum. |
| 3 | 3.781 | 0.414 | assist teachers in integrating media skills within the curriculum. |
| 4 | 3.766 | 0.443 | facilitate the teaching of library media skills within the curriculum. |
| 5 | 3.568 | 0.577 | use technology to more efficiently and effectively manage their time. |
| 6 | 3.429 | 0.668 | use computers in daily tasks. |
| 7 | 3.334 | 0.637 | work with other school staff in collegial relationships. |
| 8 | 3.163 | 0.639 | utilize business partnerships. |
| 9 | 3.046 | 0.743 | be involved in the production of instructional materials. |
| 10 | 3.000 | 0.667 | conduct more inservice sessions for teachers. |

Table 3

Tennessee
Roles Library Media Specialists Want to Fulfill
(n = 373)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 5.868 | 0.579 | be considered equal with teachers. |
| 2 | 5.801 | 0.503 | be considered an integral part of the school curriculum. |
| 3 | 5.687 | 0.546 | assist teachers in integrating media skills within the curriculum. |
| 4 | 5.615 | 0.700 | facilitate the teaching of library media skills within the curriculum. |
| 5 | 5.350 | 0.893 | use technology to more efficiently and effectively manage their time. |
| 6 | 5.205 | 1.100 | use computers in daily tasks. |
| 7 | 5.017 | 1.064 | work with other school staff in collegial relationships. |
| 8 | 4.696 | 1.135 | utilize business partnerships. |
| 9 | 4.475 | 1.238 | conduct more inservice sessions for teachers. |
| 10 | 4.415 | 1.374 | be involved in the production of instructional materials. |

Table 4

Tennessee
Factors That Enable Library Media Specialists
to Fulfill Their Professional Role
(n = 373)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 3.735 | 0.448 | Library media specialists should be aware of future library trends. |
| 2 | 3.733 | 0.449 | Library media specialists should keep abreast of current professional trends. |
| 3 | 3.673 | 0.498 | Library media specialists should attend professional meetings. |
| 4 | 3.599 | 0.587 | Library media specialists should have released time for continuing education. |
| 5 | 3.578 | 0.678 | Telephone service should be available in library media centers. |
| 6 | 3.577 | 0.521 | Library media specialists should have information in the selection of hardware technology. |
| 7 | 3.522 | 0.629 | Library media specialists should serve on curriculum committees. |
| 8 | 3.484 | 0.576 | Regional inservice sites should be available for library media specialists. |
| 9 | 3.414 | 0.610 | More library media inservices should be offered. |
| 10 | 3.410 | 0.687 | Data processing [automation of libraries] should be completed. |
| 11 | 3.385 | 0.591 | Library centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| 12 | 3.242 | 0.744 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |

Table 5

Tennessee
Factors That Enable Library Media Specialists
to Fulfill Their Professional Role
(n = 373)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 5.601 | 0.587 | Library media specialists should keep abreast of current professional trends. |
| 2 | 5.598 | 0.587 | Library media specialists should be aware of future library trends. |
| 3 | 5.454 | 0.704 | Library media specialists should attend professional meetings. |
| 4 | 5.402 | 0.714 | Library media specialists should have information in the selection of hardware technology. |
| 5 | 5.333 | 0.944 | Library media specialists should have released time for continuing education. |
| 6 | 5.193 | 1.027 | Library media specialists should serve on curriculum committees. |
| 7 | 5.188 | 1.206 | Telephone service should be available in library media centers. |
| 8 | 5.107 | 0.964 | Regional inservice sites should be available for library media specialists. |
| 9 | 5.098 | 0.944 | More library media inservices should be offered. |
| 10 | 5.003 | 1.151 | Data processing [automation of libraries] should be completed. |
| 11 | 4.944 | 0.968 | Library media centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| 12 | 4.431 | 1.236 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |

Table 6

Tennessee
Rank Order of Skills, Knowledge, or Experience
Library Media Specialists Should Have
(n = 373)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 3.841 | 0.367 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 3.755 | 0.431 | All library media specialist graduates should be prepared in the use of new technology. |
| 3 | 3.723 | 0.448 | Library media specialists should have effective planning skills. |
| 4 | 3.646 | 0.479 | Library media specialists should be aware of options and choices. |
| 5 | 3.636 | 0.493 | Library media specialists should have a plan for using their financial resources. |
| 6 | 3.632 | 0.510 | Library media specialists should have effective public relations skills. |
| 7 | 3.628 | 0.516 | Library media specialists should be computer literate. |
| 8 | 3.616 | 0.530 | Library media specialists' skills should reflect the use of new technology. |
| 9 | 3.585 | 0.531 | Library media specialists should have administrative skills in using computers for library management. |
| 10 | 3.559 | 0.513 | Library media specialists should be trained to use technology. |
| 11 | 3.543 | 0.531 | Student teacher training should be varied. |

Table 6 (Continued)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 12 | 3.504 | 0.586 | Library media specialists should have technical skills/knowledge to implement automation. |
| 13 | 3.458 | 0.565 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 14 | 3.402 | 0.637 | Library media specialists should be trained in curriculum development. |
| 15 | 3.389 | 0.634 | Library media specialists should know how to operate a camcorder. |
| 16 | 3.334 | 0.579 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| 17 | 3.332 | 0.558 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 18 | 3.282 | 0.667 | Library media specialists should be equipped to plan and design facilities. |
| 19 | 3.240 | 0.672 | Library media specialists should be skilled in online searching. |
| 20 | 3.203 | 0.686 | Library media specialists should know how to write successful grant proposals. |

Table 7
Tennessee

Rank Order of Skills, Knowledge, or Experience
Library Media Specialists Want to Have
(n = 373)

| Rank | Mean | Std. Dev. | Statements: |
|---|---|---|---|
| 1 | 5.820 | 0.406 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 5.658 | 0.535 | Library media specialists should have effective planning skills. |
| 3 | 5.609 | 0.595 | All library media specialist graduates should be prepared in the use of new technology. |
| 4 | 5.564 | 0.579 | Library media specialists should be aware of options and choices. |
| 5 | 5.540 | 0.590 | Library media specialists should have a plan for using their financial resources. |
| 6 | 5.505 | 0.681 | Library media specialists should have effective public relations skills. |
| 7 | 5.497 | 0.723 | Library media specialists should be computer literate. |
| 8 | 5.454 | 0.702 | Library media specialists' skills should reflect the use of new technology. |
| 9 | 5.438 | 0.680 | Library media specialists should be trained to use technology. |
| 10 | 5.398 | 0.796 | Library media specialists should have administrative skills in using computers for library management. |

Table 7 (Continued)

| Rank | Mean | Std. Dev. | Statements: |
|---|---|---|---|
| 11 | 5.327 | 0.752 | Student teacher training should be varied. |
| 12 | 5.314 | 0.855 | Library media specialists should have technical skills/knowledge to implement automation. |
| 13 | 5.239 | 0.779 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 14 | 5.152 | 0.937 | Library media specialists should know how to operate a camcorder. |
| 15 | 5.121 | 0.986 | Library media specialists should be trained in curriculum development. |
| 16 | 5.070 | 0.881 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| 17 | 4.991 | 0.860 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 18 | 4.978 | 1.042 | Library media specialists should be equipped to plan and design facilities. |
| 19 | 4.918 | 1.041 | Library media specialists should be skilled in online searching. |
| 20 | 4.712 | 1.263 | Library media specialists should know how to write successful grant proposals. |

APPENDIX D

Virginia Library Media Specialists Survey Results

Table 1

Profile of Virginia Respondents

| Response Category | Percent of All Responses* |
|---|---|
| Primary Assignment | (n = 995) |
| Primary/Elementary | 52.4 |
| Middle/Junior High | 20.1 |
| High School | 25.0 |
| Other | 02.5 |
| Nature of Assignment | (n = 1022) |
| Classroom teacher | 4.3 |
| Building-level library media specialist | 92.6 |
| Building-level principal | 1.9 |
| District-level library media supervisor | 0.4 |
| Library/media educator (college/university) | 0.3 |
| Other | 0.5 |
| Professional Preparation | (n = 1034) |
| Bachelor's degree | 42.0 |
| Master's degree | 51.6 |
| Other | 6.4 |
| Certification | (n = 673) |
| Noncertified | 0.7 |
| Certified librarian | 51.1 |
| Certified library media specialist | 40.7 |
| Other | 7.4 |
| Length of Service | (n = 866) |
| 0-5 years | 15.7 |
| 6-10 years | 15.4 |
| 11-15 years | 26.4 |
| 16-20 years | 24.9 |
| More than 20 years | 17.6 |

Table 2

Virginia
Rank Order of Roles Library Media Specialists Should Fulfill
(n = 992)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 3.931 | .253 | be considered an integral part of the school curriculum. |
| 2 | 3.915 | .368 | be considered equal with teachers. |
| 3 | 3.796 | .406 | assist teachers in integrating media skills within the curriculum. |
| 4 | 3.782 | .430 | facilitate the teaching of library media skills within the curriculum. |
| 5 | 3.695 | .500 | use technology to more efficiently and effectively manage their time. |
| 6 | 3.632 | .523 | use computers in daily tasks. |
| 7 | 3.431 | .616 | work with other school staff in collegial relationships. |
| 8 | 3.062 | .651 | conduct more inservice sessions for teachers. |
| 9 | 3.039 | .641 | utilize business partnerships. |
| 10 | 2.985 | .745 | be involved in the production of instructional materials. |

Table 3

Virginia
Rank Order of Roles Library Media Specialists Should Fulfill
(n = 992)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 5.859 | 0.625 | be considered equal with teachers. |
| 2 | 5.792 | 0.461 | be considered an integral part of the school curriculum. |
| 3 | 5.628 | 0.616 | assist teachers in integrating media skills within the curriculum. |
| 4 | 5.601 | 0.684 | facilitate the teaching of library media skills within the curriculum. |
| 5 | 5.515 | 0.799 | use technology to more efficiently and effectively manage their time. |
| 6 | 5.433 | 0.889 | use computers in daily tasks. |
| 7 | 5.091 | 1.043 | work with other school staff in collegial relationships. |
| 8 | 4.450 | 1.207 | conduct more inservice sessions for teachers. |
| 9 | 4.353 | 1.170 | utilize business partnerships. |
| 10 | 4.249 | 1.380 | be involved in the production of instructional materials. |

Table 4

Virginia
Rank Order of Factors That Enable Library Media Specialists
to Fulfill Their Professional Role
(n = 992)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 3.809 | 0.403 | Library media specialists should keep abreast of current professional trends. |
| 2 | 3.790 | 0.495 | Telephone service should be available in library media centers. |
| 3 | 3.767 | 0.426 | Library media specialists should be aware of future library trends. |
| 4 | 3.727 | 0.463 | Library media specialists should attend professional meetings. |
| 5 | 3.640 | 0.509 | Library media specialists should have information in the selection of hardware technology. |
| 6 | 3.639 | 0.572 | Data processing [automation of libraries] should be completed. |
| 7 | 3.638 | 0.584 | Library media specialists should have released time for continuing education. |
| 8 | 3.634 | 0.532 | Library media specialists should serve on curriculum committees. |
| 9 | 3.445 | 0.592 | Library centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| 10 | 3.441 | 0.636 | Regional inservice sites should be available for library media specialists. |
| 11 | 3.370 | 0.750 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |
| 12 | 3.347 | 0.694 | More library media inservices should be offered. |

Table 5

Virginia
Rank Order of Factors Necessary for Library Media Specialists
to Fulfill Their Professional Role
(n = 992)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 5.692 | 0.536 | Library media specialists should keep abreast of current professional trends. |
| 2 | 5.624 | 0.617 | Library media specialists should be aware of future library trends. |
| 3 | 5.601 | 0.889 | Telephone service should be available in library media centers. |
| 4 | 5.541 | 0.736 | Library media specialists should attend professional meetings. |
| 5 | 5.453 | 0.713 | Library media specialists should have information in the selection of hardware technology. |
| 6 | 5.424 | 0.921 | Library media specialists should have released time for continuing education. |
| 7 | 5.370 | 0.938 | Data processing [automation of libraries] should be completed. |
| 8 | 5.352 | 0.881 | Library media specialists should serve on curriculum committees. |
| 9 | 5.143 | 0.910 | Library media centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| 10 | 5.083 | 1.026 | Regional inservice sites should be available for library media specialists. |
| 11 | 4.996 | 1.067 | More library media inservices should be offered. |
| 12 | 4.758 | 1.251 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |

Table 6

Virginia
Rank Order of Professional Skills, Knowledge, or Experience
Library Media Specialists Need
(n = 992)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 3.894 | 0.342 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 3.848 | 0.379 | All library media specialist graduates should be prepared in the use of new technology. |
| 3 | 3.791 | 0.412 | Library media specialists should have effective planning skills. |
| 4 | 3.790 | 0.424 | Library media specialists should be computer literate. |
| 5 | 3.767 | 0.451 | Library media specialists' skills should reflect the use of new technology. |
| 6 | 3.753 | 0.436 | Library media specialists should be trained to use technology. |
| 7 | 3.742 | 0.465 | Library media specialists should have a plan for using their financial resources. |
| 8 | 3.741 | 0.465 | Library media specialists should have administrative skills in using computers for library management. |
| 9 | 3.707 | 0.462 | Library media specialists should have effective public relations skills. |
| 10 | 3.681 | 0.473 | Library media specialists should be aware of options and choices. |

Table 6 (Continued)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 11 | 3.666 | 0.521 | Library media specialists should have technical skills/knowledge to implement automation. |
| 12 | 3.658 | 0.513 | Student teacher training should be varied. |
| 13 | 3.641 | 0.547 | Library media specialists should know how to operate a camcorder. |
| 14 | 3.575 | 0.525 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 15 | 3.458 | 0.612 | Library media specialists should be trained in curriculum development. |
| 16 | 3.447 | 0.619 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| 17 | 3.441 | 0.582 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 18 | 3.372 | 0.650 | Library media specialists should be skilled in online searching. |
| 19 | 3.281 | 0.685 | Library media specialists should be equipped to plan and design facilities. |
| 20 | 3.188 | 0.703 | Library media specialists should know how to write successful grant proposals. |

Table 7

Virginia
Rank Order of Skills Knowledge, or Experience
Library Media Specialists Want to Have
(n = 992)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 5.830 | 0.469 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 5.725 | 0.499 | Library media specialists should have effective planning skills. |
| 3 | 5.687 | 0.599 | Library media specialists should be computer literate. |
| 4 | 5.654 | 0.576 | Library media specialists should have a plan for using their financial resources. |
| 5 | 5.637 | 0.901 | All library media specialist graduates should be prepared in the use of new technology. |
| 6 | 5.628 | 0.615 | Library media specialists should be trained to use technology. |
| 7 | 5.616 | 0.660 | Library media specialists' skills should reflect the use of new technology. |
| 8 | 5.613 | 0.685 | Library media specialists should have administrative skills in using computers for library management. |
| 9 | 5.611 | 0.650 | Library media specialists should have effective public relations skills. |
| 10 | 5.590 | 0.600 | Library media specialists should be aware of options and choices. |

Table 7 (Continued)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 11 | 5.534 | 0.756 | Library media specialists should have technical skills/knowledge to implement automation. |
| 12 | 5.459 | 0.851 | Library media specialists should know how to operate a camcorder. |
| 13 | 5.450 | 0.730 | Student teacher training should be varied. |
| 14 | 5.388 | 0.769 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 15 | 5.197 | 0.935 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| 16 | 5.159 | 0.974 | Library media specialists should be trained in curriculum development. |
| 17 | 5.079 | 1.001 | Library media specialists should be skilled in online searching. |
| 18 | 5.078 | 0.960 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 19 | 4.924 | 1.109 | Library media specialists should be equipped to plan and design facilities. |
| 20 | 4.666 | 1.262 | Library media specialists should know how to write successful grant proposals. |

APPENDIX E

West Virginia Library Media Specialists Survey Results

Table 1

Profile of West Virginia Respondents

| Response Category | Percent of All Responses* |
|---|---|
| Primary Assignment | (n = 245) |
| Primary/Elementary | 35.5 |
| Middle/Junior High | 26.9 |
| High School | 32.7 |
| Other | 4.9 |
| Nature of Assignment | (n = 242) |
| Classroom teacher | 22.3 |
| Building-level library media specialist | 70.7 |
| Building-level principal | 3.7 |
| District-level library media supervisor | 0.4 |
| Library/media educator (college/university) | 2.9 |
| Professional Preparation | (n = 241) |
| Bachelor's degree | 59.3 |
| Master's degree | 37.8 |
| Other | 2.9 |
| Certification | (n = 245) |
| Noncertified | 8.5 |
| Certified librarian | 54.5 |
| Certified library media specialist | 31.5 |
| Other | 5.5 |
| Length of Service | (n = 245) |
| 0-5 years | 27.0 |
| 6-10 years | 20.7 |
| 11-15 years | 21.1 |
| 16-20 years | 17.3 |
| More than 20 years | 13.9 |

Table 2

West Virginia
Rank Order of Roles Library Media Specialists
Agree They Should Fulfill
(n = 245)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 3.902 | 0.298 | be considered an integral part of the school curriculum. |
| 2 | 3.864 | 0.448 | be considered equal with teachers. |
| 3 | 3.779 | 0.505 | facilitate the teaching of library media skills within the curriculum. |
| 4 | 3.690 | 0.506 | assist teachers in integrating media skills within the curriculum. |
| 5 | 3.675 | 0.543 | use technology to more efficiently and effectively manage their time. |
| 6 | 3.568 | 0.602 | use computers in daily tasks. |
| 7 | 3.321 | 0.656 | work with other school staff in collegial relationships. |
| 8 | 3.299 | 0.691 | utilize business partnerships. |
| 9 | 3.140 | 0.731 | be involved in the production of instructional materials. |
| 10 | 3.097 | 0.685 | conduct more inservice sessions for teachers. |

Table 3

West Virginia
Rank Order of Degree to Which Library Media Specialists
Want to Fulfill This Role
(n = 245)

| Rank | Mean | Std. Dev. | Library media specialists should: |
|---|---|---|---|
| 1 | 5.790 | 0.475 | be considered an integral part of the school curriculum. |
| 2 | 5.780 | 0.745 | be considered equal with teachers. |
| 3 | 5.610 | 0.761 | facilitate the teaching of library media skills within the curriculum. |
| 4 | 5.536 | 0.768 | use technology to more efficiently and effectively manage their time. |
| 5 | 5.532 | 0.710 | assist teachers in integrating media skills within the curriculum. |
| 6 | 5.390 | 0.950 | use computers in daily tasks. |
| 7 | 4.969 | 1.074 | work with other school staff in collegial relationships. |
| 8 | 4.905 | 1.136 | utilize business partnerships. |
| 9 | 4.557 | 1.332 | be involved in the production of instructional materials. |
| 10 | 4.504 | 1.200 | conduct more inservice sessions for teachers. |

Table 4

West Virginia
Rank Order of Factors That Enable Library Media Specialists
to Fulfill Their Professional Role
(n = 245)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 3.783 | 0.534 | Library media specialists should have released time for continuing education. |
| 2 | 3.779 | 0.472 | Library media specialists should be aware of future library trends. |
| 3 | 3.775 | 0.456 | Library media specialists should keep abreast of current professional trends. |
| 4 | 3.658 | 0.540 | Library media specialists should attend professional meetings. |
| 5 | 3.642 | 0.651 | Telephone service should be available in library media centers. |
| 6 | 3.627 | 0.541 | Library media specialists should have information in the selection of hardware technology. |
| 7 | 3.624 | 0.607 | Library media specialists should serve on curriculum committees. |
| 8 | 3.619 | 0.653 | Data processing [automation of libraries] should be completed. |
| 9 | 3.606 | 0.638 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |
| 10 | 3.531 | 0.652 | More library media inservices should be offered. |
| 11 | 3.504 | 0.638 | Regional inservice sites should be available for library media specialists. |
| 12 | 3.485 | 0.609 | Library centers should have a systematic plan for implementing AASL's Information Power guidelines. |

Table 5

West Virginia
Rank Order of Factors That Enable Library Media Specialists
to Fulfill Their Professional Role
(n = 245)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 5.563 | 0.694 | Library media specialists should be aware of future library trends. |
| 2 | 5.560 | 0.656 | Library media specialists should keep abreast of current professional trends. |
| 3 | 5.531 | 0.819 | Library media specialists should have released time for continuing education. |
| 4 | 5.386 | 0.728 | Library media specialists should have information in the selection of hardware technology. |
| 5 | 5.381 | 0.816 | Library media specialists should attend professional meetings. |
| 6 | 5.256 | 0.962 | Library media specialists should serve on curriculum committees. |
| 7 | 5.233 | 1.164 | Telephone service should be available in library media centers. |
| 8 | 5.222 | 1.044 | Data processing [automation of libraries] should be completed. |
| 9 | 5.152 | 1.014 | More library media inservices should be offered. |
| 10 | 5.139 | 0.900 | Library media centers should have a systematic plan for implementing AASL's Information Power guidelines. |
| 11 | 5.092 | 1.037 | Regional inservice sites should be available for library media specialists. |
| 12 | 4.928 | 1.176 | All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability). |

Table 6

West Virginia
Rank Order of Professional Skills, Knowledge, or Experience
Library Media Specialists Need
(n = 245)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 3.922 | 0.311 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 3.852 | 0.355 | All library media specialist graduates should be prepared in the use of new technology. |
| 3 | 3.764 | 0.435 | Library media specialists' skills should reflect the use of new technology. |
| 4 | 3.762 | 0.445 | Library media specialists should be computer literate. |
| 5 | 3.758 | 0.457 | Library media specialists should be trained to use technology. |
| 6 | 3.745 | 0.455 | Library media specialists should have effective planning skills. |
| 7 | 3.713 | 0.480 | Library media specialists should have a plan for using their financial resources. |
| 8 | 3.711 | 0.472 | Library media specialists should be aware of options and choices. |
| 9 | 3.696 | 0.513 | Student teacher training should be varied. |
| 10 | 3.679 | 0.526 | Library media specialists should have administrative skills in using computers for library management. |

Table 6 (continued)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 11 | 3.654 | 0.526 | Library media specialists should have effective public relations skills. |
| 12 | 3.642 | 0.545 | Library media specialists should have technical skills/knowledge to implement automation. |
| 13 | 3.588 | 0.564 | Library media specialists should know how to operate a camcorder. |
| 14 | 3.552 | 0.547 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 15 | 3.534 | 0.548 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 16 | 3.521 | 0.534 | Library media specialists should be skilled in online searching. |
| 17 | 3.453 | 0.656 | Library media specialists should be trained in curriculum development. |
| 18 | 3.449 | 0.662 | Library media specialists should know how to write successful grant proposals. |
| 19 | 3.422 | 0.677 | Library media specialists should be equipped to plan and design facilities. |
| 20 | 3.375 | 0.635 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |

Table 7

West Virginia
Rank Order of Skills, Knowledge, or Experiences
Library Media Specialists Want to Have
(n = 245)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 1 | 5.820 | 0.516 | Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc. |
| 2 | 5.643 | 0.610 | All library media specialist graduates should be prepared in the use of new technology. |
| 3 | 5.642 | 0.604 | Library media specialists should be computer literate. |
| 4 | 5.591 | 0.705 | Library media specialists should have effective planning skills. |
| 5 | 5.586 | 0.680 | Library media specialists should be trained to use technology. |
| 6 | 5.561 | 0.664 | Library media specialists should have a plan for using their financial resources. |
| 7 | 5.557 | 0.639 | Library media specialists' skills should reflect the use of new technology. |
| 8 | 5.540 | 0.679 | Library media specialists should be aware of options and choices. |
| 9 | 5.519 | 0.715 | Library media specialists should have effective public relations skills. |
| 10 | 5.502 | 0.798 | Library media specialists should have administrative skills in using computers for library management. |

Table 7 (continued)

| Rank | Mean | Std. Dev. | Statement: |
|---|---|---|---|
| 11 | 5.469 | 0.777 | Library media specialists should have technical skills/knowledge to implement automation. |
| 12 | 5.457 | 0.786 | Student teacher training should be varied. |
| 13 | 5.353 | 0.867 | Library media specialists should know how to operate a camcorder. |
| 14 | 5.328 | 0.784 | Library media specialists should be familiar with AASL's Information Power guidelines. |
| 15 | 5.238 | 0.865 | Library media specialists should be skilled in online searching. |
| 16 | 5.154 | 0.899 | Library media specialists should be aware of and understand the capabilities of distance learning. |
| 17 | 5.117 | 1.006 | Library media specialists should be trained in curriculum development. |
| 18 | 5.092 | 1.057 | Library media specialists should be equipped to plan and design facilities. |
| 19 | 5.055 | 0.961 | Library media specialists should be committed to implementing AASL's Information Power guidelines. |
| 20 | 5.042 | 1.111 | Library media specialists should know how to write successful grant proposals. |